DOCUMENT RESUME

ED 150 150 95 TM 006 514

AUTHOR Sanford, Anne R.
TITLE Learning Accomplishment Profile (LAP).
INSTITUTION Chapel Hill Training-Outreach Project, N.C.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 76
NOTE 135p.; For related documents, see TM 006 472 and 515
AVAILABLE FROM Kaplan Press, 600 Jonestown Road, Winston-Salem, North Carolina 27103 ($2.00)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Behavior Rating Scales; *Check Lists; Cognitive Ability; Criterion Referenced Tests; Daily Living Skills; *Developmental Stages; Diagnostic Tests; *Evaluation Criteria; *Handicapped Children; *Individual Development; Interpersonal Competence; Language Skills; Measurement Techniques; Observation; Preschool Education; *Preschool Tests; Psychomotor Skills; Scoring Formulas; Skill Development
IDENTIFIERS *Learning Accomplishment Profile (Sanford)

ABSTRACT

This check list provides a method for observing and recording the development of children aged 1 to 6 and handicapped children in six categories of skills: gross motor development, fine motor development, social, self help, cognitive, and language. The scoring system is designed to provide information on the rate of development in each category; this is calculated as the developmental age--the percentage of the normal rate of development achieved, divided by the chronological age. The resulting data are useful for evaluating the students and the effectiveness of the intervention program, planning curriculum objectives, and selecting appropriate instructional materials and methods. (CTM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED150150

Learning Accomplishment Profile

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ANNE R. SANFORD

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Anne R. Sanford
Chapel Hill Training-Outreach Project-Lincoln Center
Chapel Hill, North Carolina

TM006 514

LEARNING ACCOMPLISHMENT PROFILE

(LAP)

Prepared by

Anne R. Sanford

Learning Accomplishment Profile
Copyright 1974
by
Anne Sanford
Chapel Hill Training-Outreach Project
Chapel Hill, N. C.

All Rights Reserved

Published by
Kaplan Press
600 Jonestown Road
Winston-Salem, N. C. 27103
Fourth Printing 1976

LEARNING ACCOMPLISHMENT PROFILE

(LAP)

Prepared by

Anne R. Sanford

Director

Chapel Hill Training-Outreach Project

Lincoln Center

Merritt Mill Road

Chapel Hill, N. C. 27514

Funded by

U. S. Office of Education

Bureau of Education for the Handicapped

Washington, D. C.

INTRODUCTION

The Learning Accomplishment Profile (LAP) is designed to provide the teacher of the young handicapped child with a simple criterion - referenced record of the child's existing skills. Use of the LAP enables the teacher to: identify developmentally appropriate learning objectives for each individual child; measure progress through changes in rate of development; and provide specific information relevant to pupil learning.

LAP - Section I - Developmental Data

A hierarchy of developmentally appropriate behaviors, drawn from the most recent normative data, provides the basis of an evaluation of the child's existing skills in six areas of development: Gross Motor, Fine Motor, Social, Self Help, Cognitive, and Language.

LAP - Section II

The task-level hierarchy provides: guidance in sequencing skill development and an efficient system of recording responses on a specific task.

LAP - Section III

Forty-four weeks of Curriculum Units with isolated concepts presented in a hierarchy of responses enable the teacher to record specific behaviors demonstrated by the child within units of learning.

The LAP provides the teacher or paraprofessional with a comprehensive profile of the handicapped child's developmental accomplishments. Knowledge of individual competencies encourages prescriptive methods of:

(1) Determining level of response capabilities in each area of development
(2) Identifying specific behavioral objectives
(3) Utilizing effective instructional materials and methodology
(4) Evaluating teacher and pupil progress

BIBLIOGRAPHY

1. Bangs, Tina E. and Garrett, Susan, Birth - 3 Scale for Handicapped Children. Houston Speech and Hearing Center. Houston, Texas.

2. Bayley, Nancy, Bayley Scales of Infant Development. New York: The Psychological Corp., 1969.

3. Cattell, Psyche, Measurement of Intelligence of Infants and Young Children. New York: The Psychological Corp., 1950.

4. D'Asaro, M. and John, Vera P., REP Language Scale. Los Angeles: UCLA, 1958.

5. Doll, Edgar A., Preschool Attainment Record. Circle Pines, Minnesota: American Guidance Service, 1966.

6. Doll, Edgar A., Vineland Social Maturity Scale. Circle Pines, Minn.: American Guidance Service, 1965.

7. Fokes, Joann, Training the Developmentally Young. Department of Audiology and Speech Science, Purdue University.

8. Frankenburg, W. K. and Dodds, J. B., Denver Developmental Screening Test. Denver: University of Colorado Medical Center, 1969.

9. Gesell, Arnold L., The First Five Years of Life. New York: Harper and Row, 1940.

10. Hurlock, E. B., Child Development. London: McGraw-Hill, 1956.

11. Merrill-Palmer Scale. Detroit: Merrill-Palmer School, 1963.

12. Motraux, R. W., Speech profiles of the preschool child 18 to 54 months. Journal of Speech and Hearing Disorders, Vol. 15, 1950.

13. Sheridan, Mary D., The Developmental Progress of Infants and Young Children. London: H.M.S.O., 1968.

14. Slosson, Richard L., Slosson Intelligence Test. East Aurora, New York: Slosson, Ed., Publications, 1964.

15. Terman, Louis M. and Merrill, Maud, Measuring Intelligence. Boston: Houghton-Mifflin, 1937.

LAP - I

DEVELOPMENTAL EVALUATION

An awareness of the sequential development of the primitive steps which are pre-requisites to later skills enables the teacher of the handicapped child to avoid the global leaps which can produce failure. An evaluation which focuses on the identification of developmentally appropriate skills is a meaningful departure from the typical "testing" situation which offers little more than a statistical comparison of the handicapped child with a normal population.

The artificiality of the "testing" experience is diminished when the child's own teacher becomes the evaluator. By capitalizing on the familiar environment of the classroom, the teacher is encouraged to design evaluative experiences which reflect normal components of the developmental program. For instance, in determining the child's ability to "spread butter with a knife", the teacher might plan a toast-making experience for snack-time and observe the child's ability to perform the task in the natural setting.

Evaluation of observable skills enables the teacher to determine appropriate learning objectives for each child.

Sample Sheet

FINE MOTOR (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, Problems, etc.
3	Manipulates egg beater	27 mos.	+	9/18/73		Whipped soap suds. Teacher held handle.
9	Enjoys finger painting	30-35 mos.	+	9/20/73		Finger painted on formica table. ~10 min.
9	Makes mud and sand pies	30-35 mos.	+	9/24/73		Made sand pies using tea set
13	Paints strokes, dots, and circular shapes on easel	30-35 mos.	+	9/25/73		Imitated teacher w/ ½" brush
6	Cuts with scissors	35 mos.	+	10/2/73		Cut ½" partially cut strips (2 whacks)
13	Picks up pins, thread, etc., with each eye separately covered	36-48 mos.	-	10/3/73		
7	Drives nails and pegs	36-48 mos.	-	10/4/73		
13	Builds tower of nine cubes	36-48 mos.	-	10/5/73		
7	Holds crayon with fingers	36-48 mos.	+	10/8/73		
3	Strings 4 beads	36-48 mos.	-	10/8/73		
13	Can close fist and wiggle thumb in imitation, R & L	36-48 mos.				
11	Puts 6 round pegs in round holes on pegboard	36-48 mos.				

Note: The child was demonstrated dev. age of 35 mos. in Fine Motor Skills. Failure on 1 of 5 items represents ceiling.

These will become objectives for this child.

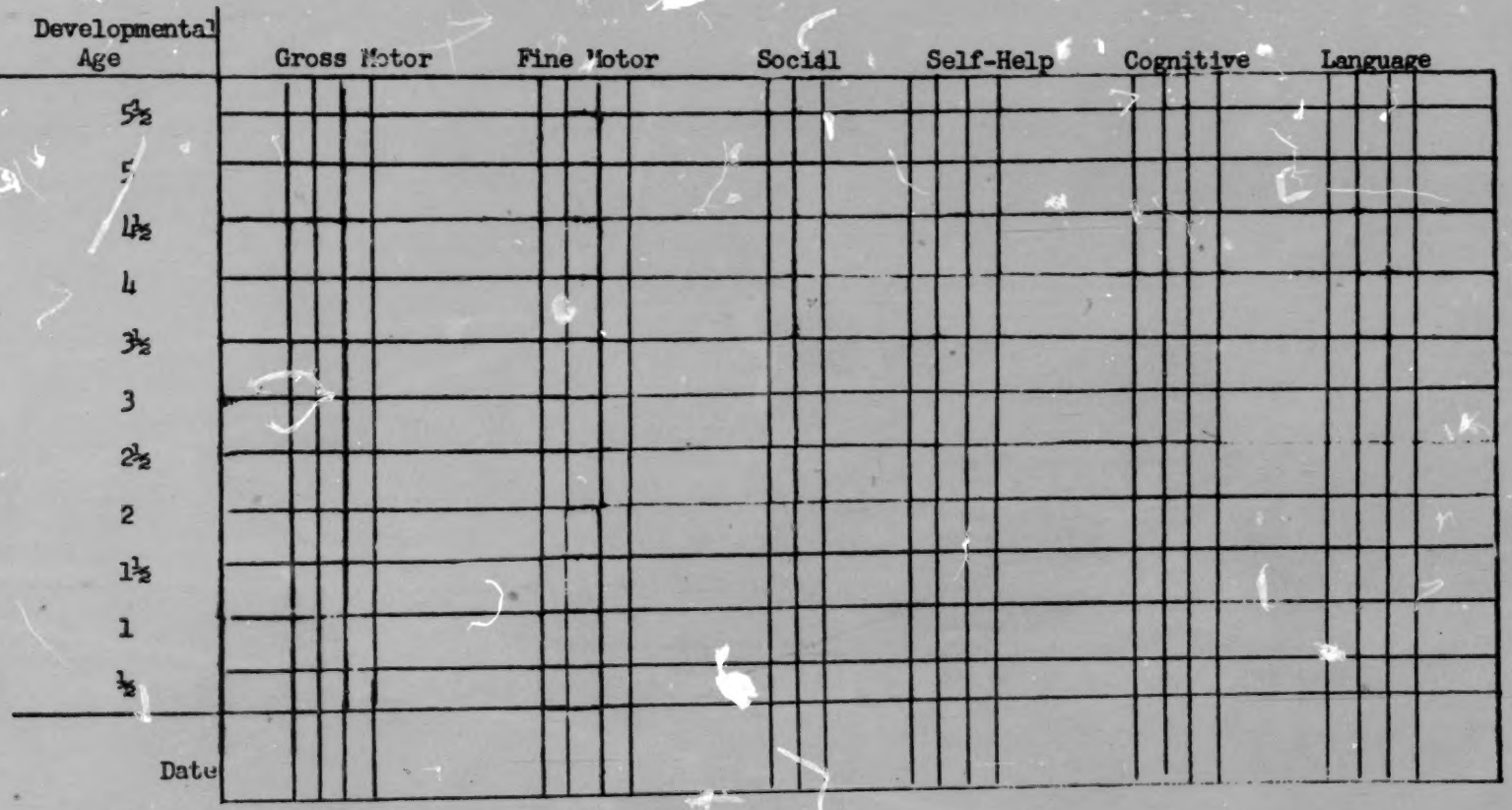
*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

PROFILE OF DEVELOPMENT
BASED ON THE
LEARNING ACCOMPLISHMENT PROFILE
ANNE R. SANFORD

Name _____

Date _____

C.A. _____



$\frac{DA\ (Developmental\ Age)}{CA\ (Chronological\ Age)}$ = Rate of Development

MEASURING PUPIL CHANGE

Awareness of the child's developmental age in the pre-intervention assessment enables the teacher to measure progress through change in rate of development.

To determine the child's rate of development, divide the developmental age by the chronological age. ($\frac{DA}{CA}$ = percentage of normal rate of development). For instance, if a four-year-old child has a developmental age of two in fine motor skills, his rate of development is 50% of normal rate of learning. (24/48 = 50%). Periodic graphing of the developmental age enables the teacher to compare changes in rate of development.

If, after ten months in the intervention program, the child has progressed twelve months, he has increased his rate of development. (36/58 = 62%). The change in percentage of rate of normal development represents an increase from 50% to 62%. This type of measurement makes no attempt to explain the cause of increase or to predict a maintenance of the current rate, but it can indicate changes in the rate of pupil development after participation in the intervention program.

GROSS MOTOR

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (Criteria, materials, problems, etc.)
2	Lifts head when held at shoulder	1 mo.				
2	Lateral head movements	1 mo.				
2	Prone--makes crawling movements	1 mo.				
9	Prone--lifts head momentarily	1 mo.				
2	Turns from side to back	2 mos.				
9	Held sitting, head position predominantly erect	2 mos.				
8	Rolls over	3 mos.				
9	Held standing, lifts foot	3 mos.				
8	Pulls to sit--no head lag	4 mos.				
2	Turns from back to side	4 mos.				
8	Sit without support.	5 mos.				
8	Stands, holding on	6 mos.				
8	Pull self to stand.	8 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

GROSS MOTOR (cont.)

Bibliog Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
8	Walk with assistance	11 mos.	*			
8	Stand alone well	11 mos.				
9	Attains sitting position unaided	12 mos.				
9	Crawls rapidly on all fours	12 mos.				
8	Walk alone	12 mos.				
2	Throws ball	13 mos.				
2	Walks sideways	14 mos.				
8	Walks backwards	14 mos.				
13	Lets himself down from standing to sitting	15 mos.				
13	Kneels unaided with slight support	15 mos.				
13	Able to stoop to pick up toys from floor	15 mos.				
2	Stands on right foot with help	16 mos.				
14	Tries to stand on walking board	17 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

GROSS MOTOR (cont.)

Bibliog Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
13	Creeps backward downstairs	18-24 mos.	*			
13	Picks up toy from floor without falling	18-24 mos.				
13	Pushes and pulls large toys, boxes, etc. around floor	18-24 mos.				
13	Can carry large teddy bear or doll while walking	18-24 mos.				
8	Throws ball overhead	19 mos.				
2	Walks with one foot on walking board	20 mos.				
9	Walk down stairs (hand held)	21 mos.				
9	Get down from adult chair, without assistance	21 mos.				
9	Kick large ball	21 mos.				
2	Stands on left foot alone	22 mos.				

*Mark + for positive demonstration
Mark - for negative demonstration

GROSS MOTOR (cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (criteria, materials, problems, etc.)
2	Walks on line, general direction	23 mos.				
9	Walk up and down stairs, without assistance	21 mos.				
8	Jump in place	24 mos.				
8	Pdeal tricycle	24 mos.				
7, 9, 10, 13	Walk on tiptoe	30 mos.				
8	Balance on one foot five seconds	36 mos.				
7	Walk on a line	36-48 mos.				
10, 13	Jump from bottom step	36-48 mos.				
7, 9, 10, 13	Go up stairs using alternating feet	36-48 mos.				
9	Squat in play	36-48 mos.				
7	Run	36-48 mos.				
9	Throw ball overhead	36-48 mos.				
8	Catch bounced ball.	36-48 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

GROSS MOTOR (cont'd)

Biblio Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (criteria, materials, problems, etc.)
9	Skip on one foot	36-48 mos.	*			
9	Stand on one foot 4-8 seconds	36-48 mos.				
8,13	Hop on one foot	36-48 mos.				
9	Balance on one foot for 10 seconds	36-48 mos.				
13	Climbs ladders and trees	48-60 mos.				
8	Walk backward - heel-toe	56 mos.				
13	Run lightly on toes	60-72 mos.				
9,13	Skip on alternate feet	60-72 mos.				
10	Can jump rope	60-72 mos.				
9	Use overhead ladder	60-72 mos.				
13	Dance to music	60-72 mos.				
6, 10	Roller-skate	60-72 mos.				
13	Hop 2-3 yards forward on each foot separately.	60-72 mos.				
9	Walking board: 6 cm. board, without stepping off for full length	60 mos.				
9	Jump from height of 12", landing on toes only.	60-72 mos.				

* Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

FINE MOTOR

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (criteria, materials, problems, etc.)
			*			
2	Retains red ring when placed in hand	1 mo.				
8	Holds hands together	2 mos.				
2	Reaches for dangling ring	3 mos.				
14	Watches movement of own hands	3 mos.				
8	Grasps rattle	3 mos.				
3	Recovers rattle from chest	4 mos.				
8	Reaches for objects	4 mos.				
2	Picks up cube	5 mos.				
2	Bangs in play	5 mos.				
8	Rakes and attains raisins	6 mos.				
2	Lifts cup with handle	6 mos.				
3	Grasps string	7 mos.				
3	Pulls out peg	7 mos.				
9	Shakes bell	7 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

FINE MOTOR (Cont.)

Biblio. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
3	Bangs spoon	8 mos.	*			
8	Transfers cube hand to hand	6 mos.				
3	Hits cup with spoon	10 mos.				
8	Neat pincer grasp of raisin	10 mos.				
14	Can remove cube from cup in imitation	11 mos.				
6	Does not drool	11 mos.				
2	Holds crayon	11 mos.				
2	Pushes car	11 mos.				
2	Puts 3 or more cubes in cup	12 mos.				
3	Marks with pencil	12 mos.				
9	Recovers cube concealed by cup	12 mos.				
8	Tower of 2 cubes	13 mos.				
14	Can pick up and hold 2 small objects in one hand	14 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

FINE MOTOR (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
8	Dumps raisins from bottle spontaneously	18 mos.	*			
13	Turns pages of book 2 or 3 at a time	18-23 mos.				
9	Turns knob (radio)	18-23 mos.				
14	Can throw small rubber ball	20 mos.				
9	Tower of 5-6 cubes	21 mos.				
9	Paper: Folds once imitatively	21 mos.				
9	Book: Turns Pages singly	24 mos.				
13	Has well-developed handedness	24-29 mos.				
13	Turns door handles	24-29 mos.				
9	Can roll, pound, squeeze, pull clay	24-29 mos.				
9	Fills and dumps containers with sand	24-29 mos.				
9	Formboard: Adapts in 4 trials	24 mos.				

*Mark + for positive demonstration of skill
Mark - for positive demonstration of skill

FINE MOTOR (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *	Date of Achievement	Comments (Criteria, materials, Problems, etc.
3	Manipulates egg beater	27 mos.			
9	Enjoys finger painting	30-35 mos.			
9	Makes mud and sand pies	30-35 mos.			
13	Paints strokes, dots, and circular shapes on easel	30-35 mos.			
6	Cuts with scissors	35 mos.			
13	Picks up pins, thread, etc., with each eye separately covered	36-48 mos.			
7	Drives nails and pegs	36-48 mos.			
13	Builds tower of nine cubes	36-48 mos.			
7	Holds crayon with fingers	36-48 mos.			
3	Strings 4 beads	36-48 mos.			
13	Can close fist and wiggle thumb in imitation, R & L	36-48 mos.			
11	Puts 6 round pegs in round holes on pegboard	36-48 mos.			

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

FINE MOTOR (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (Criteria, materials, problems, etc.)
11	Imitates building of bridge with cubes	36-48 mos.				
13	Builds tower of 10 or more cubes	48-60 mos.				
6	Draws with pencil or crayon	48-60 mos.				
13	Draws simple house	48-60 mos.				
7	Prints simple words	48-60 mos.				
9	Paper: Imitates folding and creasing paper three times	48-60 mos.				
3, 10	Paper: Folds triangle from paper 6" square in imitation	48-60 mos.				
9	Learns to lace shoes	60-72 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

FINE MOTOR--Writing

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
2	Holds crayon adaptively	11 mos.	*			
3	Marks with pencil	12 mos.				
8	Scribbles spontaneously	13 mos.				
13	Begins to show hand preference	18-23 mos.				
14	Imitates horizontal line	24 mos.				
13	Imitates vertical line	24 mos.				
9	Imitates V strokes	24 mos.				
9	Imitates circular stroke	24 mos.				
13	Paints strokes, dots and circular shapes at easel	30-35 mos.				
9	Enjoys finger painting	30-35 mos.				
9	Holds crayon by fingers	30 mos.				
9	Imitates V and H strokes	30 mos.				
9	Copies circle	36 mos.				
9	Imitates cross	36 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

FINE MOTOR--Writing (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
13	Copies V, H, T	36-48 mos.	*			
9	Traces diamond	42 mos.				
11	Copies cross	46 mos.				
13	Copies V, H	48-60 mos.				
9	Draws man with two parts	48 mos.				
9	Adds three parts to incomplete man	48 mos.				
13	Draws simple house	48-60 mos.				
10	Prints a few capitals	48-60 mos.				
10	Prints capital initials of own name	48-60 mos.				
7	Holds paper with other hand in writing	48-60 mos.				
9	Draws three bubbles correctly	54 mos.				
11	Copies star	48-60 mos.				
9	Copies square	56 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

FINE MOTOR--Writing (cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
9	Copies cross	48-60 mos.	*			
9,10	Copies a triangle	60-72 mos.				
9	Copies rectangle with diagonals	60 mos.				
13	Draws simple house with door, windows, roof and chimney	60-72 mos.				
9,10	Prints first name	60-72 mos.				
13	Writes a few letters spontaneously	60-72 mos.				
9, 10 13	Draws recognizeable man with head trunk, legs, arms and features	60-72 mos.				
10	Frequently reverses letters, especially "S"	60-72 mos.				
3, 9	Adds seven parts to incomplete man	60-72 mos.				
10	Prints numbers 1-5	60-72 mos.				
9	Copies diamond	72 mos.				

*Mark + for positive demonstration of skill
*Mark - for negative demonstration of skill

SOCIAL SKILLS

Biblio. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (criteria, materials, problems, etc.)
8	Smiles spontaneously	3 mos.	*			
9	Laughs aloud	4 mos.				
2	Discriminates strangers	5 mos.				
8	Plays peek-a-boo	6 mos.				
6	Reaches for familiar persons	12-24 mos.				
8	Imitates housework	14 mos.				
6	Plays with other children	18 mos.				
9	Picks up and puts away toys	18-23 mos.				
6	Independent movement about house causing little concern	19 mos.				
8	Helps with simple household tasks	19 mos.				
6	Demands personal attention	12-24 mos.				
13	Imitates simple actions	18-23 mos.				
13	Plays contentedly alone if near adults	18-23 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

SOCIAL SKILLS (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date	Date of Achievement	Comments (criteria, materials, problems, etc.)
9	Enjoys short walks	18-23 mos.	*		
9	Parallel play predominates	24 mos.			
6	Initiates own play activities	24 mos.			
9	Participates appropriately in water play	24-29 mos.			
9	Helps put things away	30 mos.			
9	Plays simple group games as "Ring Around The Rosy"	30-35 mos.			
13	Domestic make-believe play	30-35 mos.			
13	Observes other children at play an joins in for a few minutes	30-35 mos.			
13	Listens attentively to stories	36-48 mos.			
13	Asks for favorite stories	36-48 mos.			
13	Enjoys floor play with blocks, boxes, toy trains alone or with others	36-48 mos.			

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

SOCIAL SKILLS (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (criteria, materials, problems, etc.)
9	Understands taking turns	36-48 mos.				
13	Makes effort to keep surroundings tidy	36-48 mos.				
13	Shows affection for younger siblings	36-48 mos.				
6	Performs for others	44 mos.				
10	Carries a tray	36-48 mos.				
13	Helps with adult activities in house and garden	36-48 mos.				
13	Understands sharing	36-48 mos.				
10	Helps at little household tasks (dusting, drying dishes)	36-48 mos.				
9	Associative group play takes place of parallel play	42 mos.				
9	Helps put things away	48 mos.				
13	Imaginative pretend play	36-48 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

SOCIAL SKILLS (cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
9	Plays cooperatively with other children	48 mos.	*			
9	Goes on errands outside home	48 mos.				
13	Enjoys dressing up in adult clothes	48-60 mos.				
6	Plays competitive exercise games	48-60 mos.				
13	Inclinced to verbal impertinence when frustrated	48-60 mos.				
13	Shows concern and sympathy	48-60 mos.				
13	Becomes aggressive with playmates	48-60 mos.				
9	Bosses and criticizes	54 mos.				
9	Calls attention to own performance	54 mos.				
9	Shows off dramatically	54 mos.				
13	Comforts playmate in distress	60-72 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

SOCIAL SKILLS (cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
9	Performs simple errands	60-72 mos.	*			
13	Understands need for rules and fair play	60-74 mos.				
8	Respects property	60-66 mos.				
13	Plays complicated floor games	60-74 mos.				
13	Chooses own friends	60-74 mos.				
6	Plays simple table games	60-74 mos.				
6	Goes to school unattended	60-74 mos.				
13	Plans and builds contructively	60-74 mos.				
9	Explores neighborhood	60-74 mos.				
13	Relates clock time to daily schedule	60-74 mos.				
9	Gets along well in small groups	60-74 mos.				
9	Conforms to adult ideas	60-74 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

SELF-HELP

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
3	Picks up spoon	5 mos.	*			
2	Lifts cups with handle	6 mos.				
8	Feeds self cracker	6 mos.				
13	Holds, bites and chews biscuit	9 mos.				
9	Drinks from cup when held (some spilling)	11 mos.				
9	Finger-feeds self for part of meal	12 mos.				
9	Fusses to be changed after B-M	12 mos.				
9	Usually dry after nap	12 mos.				
9	Enjoys taking off hat, shoes, pants	12 mos.				
8	Holds spoon, brings to mouth, licks it	14 mos.				
13	Indicates wet pants	15 mos.				
9	Has bowel control	15 mos.				
8	Uses spoon, spilling little	16 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

SELF-HELP (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
8	Drinks from cup	17 mos.	*			
13	Remembers where objects belong	18-23 mos.				
9	Can unzip zipper	18-23 mos.				
9	Indicates desires by gesturing and utterances	18-23 mos.				
9	Picks up toys and puts them away	18-23 mos.				
14	Lifts and holds cup between hands	18-23 mos.				
6	Unwraps candy	22 mos.				
9	Inhibits turning of spoon	24 mos.				
9	Dry at night if taken up	24 mos.				
6	Masticates food	12-24 mos.				
6	Pulls off socks	12-24 mos.				
6	Discriminates edible substances	12-24 mos.				
6	Removes coat or dress	24-36 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

SELF-HELP (Cont.)

Biblog Source	Behavior	Age (Dev.)	Assessment Date	Date of Achievement	Comments (Criteria, materials, problems, etc.)
9	Verbalizes toilet needs fairly consistently	24 mos.	*		
9	Pulls on simple garment	24 mos.			
13	Lifts and drinks from cup and replaces on table	24-29 mos.			
13	Spoon-feeds without spilling	24-29 mos.			
9	Takes off shoes, hat, mittens	24-29 mos.			
9	Pulls down pants at toilet	24-29 mos.			
9	Unzips zippers	24-29 mos.			
6	Eats with fork	28 mos.			
9	Helps put things away	30-35 mos.			
12	Buttons one button	31 mos.			
8	Dresses with supervision	32 mos.			
11	Buttons 2 buttons	33 mos.			
6	Puts on coat or dress unassisted	34 mos.			

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

SELF-HELP (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
6	Gets drink unassisted	24-36 mos.	*			
6	Dries own hands	24-36 mos.				
9	Unbuttons accessible buttons	36-48 mos.				
9, 10	Feeds self with little spilling	36-48 mos.				
10	Spreads butter on bread with knife	36-48 mos.				
9, 13	Is usually dry all night	36-48 mos.				
9	Pours well from pitcher	36-48 mos.				
10	Undresses self	36-48 mos.				
9	Washes hands and face unaided	36-48 mos.				
9	Pulls on shoes	36-48 mos.				
6	Buttons coat or dress	40 mos.				
8	Dresses without supervision	42 mos.				
10	Brushes teeth	42 mos.				
8	Separates easily from mother	42 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

SELF-HELP (cont'd)

Biblio. Source	Behavior	Age (Dev.)	Assessment Date	Date of Achievement	Comments (criteria, materials, problems, etc.)
9	Dries face and hands	42 mos.	*		
13	Eats with fork and spoon	36-48 mos.			
9	Can carry breakable objects	36-48 mos.			
6	Cares for self at toilet	45 mos.			
13	Undresses self except for back buttons, laces and ties	48-60 mos.			
6	Goes about neighborhood unattended	48-60 mos.			
9	Laces shoes	48-60 mos.			
9	Distinguishes front and back of clothing	48-60 mos.			
6	Dresses self except tying	48-60 mos.			
10	Can cut with a knife	48-60 mos.			
11	Buttons 4 buttons	50 mos.			
6	Washes face and hands unassisted	54 mos.			

* Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

SELF-HELP (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
10	Can brush and comb hair unassisted	60-72 mos.	*			
9	Uses bathroom unassisted	60-72 mos.				
10	Puts toys away neatly in box	60-72 mos.				
9	Dresses and undresses alone	60-72 mos.				
9	Crosses street safely	60-72 mos.				
9	Ties shoe lace	72 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

COGNITIVE

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (Criteria, materials, problems, etc.)
2	Responds to sound of rattle	1 mo.				
9	Responds to sudden voices	1 mo.				
2	Awareness of new situations	3 mos.				
6	Reaches for familiar persons	4 mos.				
3	Reacts to sight of toy	4 mos.				
2	Discriminates strangers	5 mos.				
2	Turns head to look for dropped spoon	5 mos.				
8	Plays peek-a-boo	6 mos.				
2	Uncovers toy	8 mos.				
2	Rings bell purposely	8 mos.				
9	Responds to name	9 mos.				
3	Plays pat-a-cake	9 mos.				
3	Waves bye-bye	9 mos.				
2	Responds to "no-no"	10 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

COGNITIVE (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
2	Looks at pictures in book	10 mos.	*			
3	Squeezes doll to make squeak	11 mos.				
13	Looks in correct place for toys which roll out of sight	12 mos.				
6	Fetches or carries familiar objects	12-24 mos.				
6	Uses names of familiar objects	12-24 mos.				
2	Imitates putting objects in box	13 mos.				
13	Understands and follows simple commands	15 mos.				
8	Points to 1 named body part	17 mos.				
2	Attains toy with stick	17 mos.				
2	Labels one object	18 mos.				
2	Follows one-step direction	18 mos.				
13	Points to three body parts (hair, eyes, nose)	18 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

COGNITIVE (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
13	Identifies pictures in book ("Find ball")	18 mos.	*			
13	Tires to sing	18-23 mos.				
3	Points to parts of doll on request	21 mos.				
9	Follows three directions with ball	21 mos.				
12	Discriminates 2--cup, plate, box	22 mos.				
9	Names familiar picture cards	24 mos.				
8	Recognizes his own	24 mos.				
9	Comprehends "another"	24 mos.				
5	Matches familiar objects	24 mos.				
3	Responds correctly to 2 of 3 requests: (1) "Give me--", (2) "Put -- in the --", (3) "Put the -- on the --".	24 mos.				
13	Joins in nursery rhymes and songs	24-29 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

COGNITIVE (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
13	Shows and imitates names for hair, hands, feet, nose, eyes mouth, shoes	24-29 mos.	*			
9	Sings phrases of songs	24-29 mos.				
14	Answers correctly "What do you hear with?"	29 mos.				
9	Associates use with objects	30 mos.				
13	Enjoys simple stories read from picture book	30-35 mos.				
9	Gives use of object	30-35 mos.				
13	Recognizes himself when shown photographs	30-35 mos.				
9	Repeats 2 digits	30-35 mos.				
9	Listens to musical instruments, including record player	30-35 mos.				
9	Participates in storytelling (with words or phrases)	30-35 mos.				
9	Labels mud and clay products as "cake" and "pie", etc.	30-35 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

COGNITIVE (Cont.)

Basics Source	Behavior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (Criteria, materials, problems, etc.)
3	Names 6 of 6 common objects: flag, chair, car, box, key, fork	30-35 mos.				
14	Can point to teeth and chin on request	34 mos.				
8	Knows sex	36 mos.				
13	Matches two or three primary colors	36-48 mos.				
6, 8	Names all colors	36-48 mos.				
14	Can point to tongue, neck, arm, knee, thumb	43-48 mos.				
9, 11	Tells action in pictures	36-48 mos.				
3	Can name ten pictures of 18 common objects	36-48 mos.				
3	Can name one pictured animal from memory	36-48 mos.				
11	Can count two blocks	36-48 mos.				
11	Puts together seven-piece puzzle	36-48 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

COGNITIVE (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
13	Shows appreciation of past and present	40 mos.	*			
9, 14	Comprehend three prepositions (on top of, under, inside)	42 mos.				
3	Can find pictures of animals that are alike (lotto)	42 mos.				
3, 9	Can give sensible answer to "Why do we have stoves?" etc.	42 mos.				
14	Can tell how many circles when shown two circles	45 mos.				
5	Compares texture	48 mos.				
14	Can respond correctly to "A hat goes on your head. Shoes go on your --."	49 mos.				
3	Names 14 of 18 pictures of common objects	48-60 mos.				
6	"Reads" pictures	48-60 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

COGNITIVE (Cont.)

Bibliog.

Source	Behavior	Age (Dev.)	Assessment Date *	Date of Achievement	Comments (Criteria, materials, problems, etc.)
11	Can assemble 7-piece puzzle in 150 seconds	51 mos.			
3	Can name materials objects are made of	54 mos.			
5	Knows day, night	54 mos.			
3	Can compare three pictures (which one is prettier)	54 mos.			
3	Can tell pictorial likenesses and differences	54 mos.			
3	Can follow three commands in proper order	54 mos.			
9	Counts four objects and answers how many	54 mos.			
9	Selects heavier weight invariably	48-60 mos.			
9	When shown 3 circles counts 3	48-60 mos.			
3, 14	Can make opposite analogies	48-60 mos.			
10, 14	Matches and names four primary colors	48-60 mos.			

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

COGNITIVE (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (Criteria, materials, problems, etc.)
9	Can obey commands using 4 prepositions, ball and chair	48-60 mos.				
13	Appreciates past, present and future	48-60 mos.				
8	Can define 6 words	48-60 mos.				
3	Matches 10 or 12 colors	60-72 mos.				
13	Gives home address	60-72 mos.				
9	Knows source of 15 of 20 actions ("What bounces?")	60-72 mos.				
13	Acts out stories	60-72 mos.				
13	Gives age	60-72 mos.				
3	Can form rectangle of two triangular cards	60-72 mos.				
9	Can judge weights	60-72 mos.				
9	Knows names of following coins: dime, penny, nickel	60-72 mos.				
9	Learns left from right	60-72 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

COGNITIVE (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
3	Can tell similarities or differences in nine of twelve pictures	60-72 mos.	*			
14	Can count six objects when asked "How many?"	60 mos.				
14	Can tell which is bigger when asked "Which is bigger, a cat or a mouse?"	64 mos.				
14	Can tell what number follows 8	66 mos.				
14	Can tell how a crayon and a pencil are the same and how they are different	70 mos.				
15	Understands numbers up to ten	72 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

LANGUAGE DEVELOPMENT

Bibliog. Source	Behvaior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (Criteria, materials, problems, etc.)
2	Responds to sound of rattle	1 mo.				
2	Responds to voice	1 mo.				
9	Small, throaty noises	1 mo.				
8	Responds to bell	2 mos.				
9	Makes single vowel sounds (ah-eh-uh)	2 mos.				
8	Vocalizes--not crying	2 mos.				
9	Responds to social approach by smiling	2 mos.				
3	Vocalizes--babbles or coos in play when alone or when he is talked to	2 mos.				
9	Looks directly at examiner's face	3 mos.				
9	Chuckles	3 mos.				
9	Responds vocally to social approach	3 mos.				
3	Turns to voice	4 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

LANGUAGE DEVELOPMENT (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (Criteria, materials, problems, etc.)
16	Babbles, using series of syllables	4 mos.				
9	Locates source of sound	6 mos.				
9	Vocalizes to his image in mirror	6 mos.				
8	Dada or Mama--nonspecific	7 mos.				
8	Imitates speech sounds	7 mos.				
9	Activity stops when hears "no-no"	9 mos.				
9	Imitates sounds such as cough, tongue click, etc.	9 mos.				
8	Mama or Dada--specific	10 mos.				
1	Waves "Bye'bye"	6-12 mos.				
1	Claps hand upon verbal request	6-12 mos.				
3	Expresses 2 words besides "ma-ma" and "da-da"	12 mos.				
2	Jabbers with expression	12 mos.				
13	Responds to own name	12 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

LANGUAGE DEVELOPMENT (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (Criteria, materials, problems, etc.)
8	Indicates wants	12 mos				
13	Responds receptively to family names, bye-bye, kitty, ball, etc.	12 mos				
9	Says 3 words other than mama and dada	14 mos.				
9	Says names of several objects	14 mos.				
2	Gives several common objects on request	15 mos.				
13	Points to familiar persons, animals, toys on request	15 mos.				
13	Follows simple commands: "Give me the ---," "Get the ---."	15 mos.				
9	Has four or five words including names	15 mos.				
8	Points to one named body part	17 mos.				
14	Says 6 words (Besides mam and dada)	17 mos.				
2	Names one object ("What is this?")	18 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

LANGUAGE DEVELOPMENT (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (Criteria, materials, problems, etc.)
8	Combines two different words	18 mos.				
9	Carries out two-step directions with ball	18 mos.				
3	Asks for wants by naming object (milk, cookie, etc.)	18 mos.				
12	On one word response, often gets initial consonant with a vowel but seldom the final consonant	18 mos.				
9	Indicates desires by gesturing and utterances	18-23 mos.				
13	Attempts to sing	18-23 mos.				
2	Points to 3 body parts of self	19 mos.				
9	Finds pictures in book	21 mos.				
1	Refers to self by name	18-24 mos.				
9	Has twenty words	21 mos.				
2	Names 3 of 4 pictures of common objects	22 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

LANGUAGE DEVELOPMENT (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (Criteria, materials, problems, etc.)
3	Points to 5 body parts of self or doll	22 mos.				
11	Imitates 2 of 4 words	22 mos.				
14	Asks for food when hungry	23 mos.				
14	Asks for water when thirsty	23 mos.				
9	Uses three-word sentences	24 mos.				
9	Uses pronouns I, me, you, but not always correctly	24 mos.				
11	Imitates words	24 mos.				
13	Expressive vocabulary of 50 or more words	24-29 mos.				
	Names common objects	27 mos.				
14	Responds correctly to "What do you hear with?"	29 mos.				
3	Understands concept of "one"	30 mos.				
9	Gives full name on request	30 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

LANGUAGE DEVELOPMENT (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *	Date of Achievement	Comments (Critera, materials, problems, etc.)
9	Gives use of object	30-35 mos.			
13	Uses 200 or more recognizable words	30-35 mos.			
13	Says a few nursery rhymes	30-35 mos.			
9	Labels own mud and clay products as "pie" or "cake"	30-35 mos.			
9	Points to 6 body parts	30-35 mos.			
2	Understands 3 prepositions	30-35 mos.			
1	Utters negative statement	30-36 mos.			
1	Forms a verbal unsolicited question	30-36 mos.			
1	Follows a 2-stage command	30-36 mos.			
9	Tells sex: "Are you a girl or a boy?"	36 mos.			
7	Speaks in approximately six-word sentences	36-48 mos.			
7	Uses nouns and verbs most frequently	36-48 mos.			

LANGUAGE DEVELOPMENT (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
9, 12	Tells action in pictures	36-48 mos.	*			
7	Can whisper	36-48 mos.				
7	Can change voice to faster rate	36-48 mos.				
7	Can increase volume of voice	36-48 mos.				
, 6, 13	Says at least one nursery rhyme	36-48 mos.				
, 9, 13	Can repeat three digits	36-48 mos.				
7	Has 900-word vocabulary	36-48 mos.				
13	Asks many questions beginning "What?", "Where?", "Who?"	36-48 mos.				
8, 7, 9, 13	Uses plurals	36-48 mos.				
8	Verbalizes opposite analogies	36-48 mos.				
14	Can repeat a six-word sentence	41 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

LANGUAGE DEVELOPMENT (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (Criteria, materials, Problems, etc.)
7	Verbalizes sounds: b, p, m, w, h	36-48 mos.				
9	Verbalizes opposites	38 mos.				
9	Names own drawing	36-48 mos.				
13	Listens eagerly to stories	36-48 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

LANGUAGE DEVELOPMENT (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date *		Date of Achievement	Comments (Criteria, materials, problems, etc.)
13	Talks to self in long monologue mostly concerned with the present, including make-believe activities	36-48 mos.				
9, 13, 6	Relates experiences, describes activities	36-48 mos.				
7	Uses most freqnetly word: I, it, you, that, a, do, this, not, the	36-48 mos.				
9, 3	Can give sensible answer to "Why do we have stoves?" etc.	36-48 mos.				
9	Can name what he has drawn after scribbling	36 mos.				
9	Carries out four-step command, using prepositions	48 mos.				
9	Articulates, not in infantile style	54 mos.				
9	Defines four words in terms of use of	54 mos.				
13	Gives home address	48-60 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

LANGUAGE DEVELOPMENT (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
13	Gives age and birthday	48-60 mos.	*			
9, 13	Listens to and tells long stories, sometimes confusing fact and fantasy	54 mos.				
13	Speaks fluently and correctly except for confusions of s, f, th	60-72 mos.				
13	Asks meaning of abstract words	60-72 mos.				

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

LAP - II

TASK-LEVEL PROFILE

A comprehensive collection of task-level objectives which reflect the developmental program are broken down into sequential steps of learning. The check-list hierarchy of responses within each task provides the teacher with a guide to sequencing the learning program and an efficient system of recording individual pupil progress.

LAP - Sanford (c)
II - Task Level

+ A = Assisted; Un = Unassisted SELF HELP

Swallowing	Swallows With Assistance (Positioning, etc.)		Swallows With Difficulty		Swallows Without Difficulty		Comments											
rinking	Tommy Tippee Cup		Uses Cup		Uses Glass		Drinks From Cola Bottle		Drinks From Fountain		Comments							
			A	Un	A	Un	A	Un	A	Un								
hewing	Eats Semi-Solids		Chews With Difficulty		Chews All Food Without Difficulty		Comments											
	A	Un	A	Un	A	Un												
eeding	Spoon-Fed by Another		Finger Feeds		Uses Spoon		Uses Fork		Spreads With Knife		Pours From Pitcher		Uses Knife and Fork Together					
			A	Un	A	Un	A	Un	A	Un	A	Un	A	Un				
eal-Time ehavior	Joins Group Willingly		Pulls Up Chair		Sets Table		Interacts With Others		Uses Napkin		Attempts New Foods		Finishes Food					
	A	Un	A	Un	A	Un	A	Un	A	Un	A	Un	A	Un				
eal-Time ehavior ontinued	Asks for Seconds		Clears Table		Comments													
	A	Un	A	Un														

Self-Help (Continued)

Toileting	Frequent Accidents Urinary	B.M.	Reports Accidents	Performs When Taken	Asks to be Toileted	Goes to Toilet Independently	Cleans Self	Flushes Toilet A	Un	Washes Hands A	Un	Dresses Self A	Un

Oral Care	Selects Toothbrush A	Un	Applies Toothpaste A	Un	Holds Brush Appropriately A	Un	Brushes Teeth A	Un	Rinses Mouth A	Un	Evacuates Water A	Un	Replaces Toothbrush A	Un	Comments

Use of Handkerchief	Wipes Nose With Prompting	Wipes Nose Independently	Blows Nose With Assistance	Blows Nose Independently	Covers Mouth When Coughing and Sneezing	Comments

Undressing	Removes Shoes A	Un	Removes Socks A	Un	Removes Coat A	Un	Removes Sweater A	Un	Removes Hat A	Un	Removes Shirt A	Un	Removes Pants A	Un	Removes Dress A	Un	Removes Underwear A	Un

Dressing	Selects Clothing A	Un	Puts on Hat A	Un	Puts on Socks A	Un	Puts on Sweater A	Un	Puts on Shirt A	Un	Puts on Pants A	Un	Puts on Dress A	Un	Puts on Underwear A	Un

Closures	Uses Velcro A	Un	Opens Zipper A	Un	Closes Zipper A	Un	Unbuttons A	Un	Buttons A	Un	Opens Snaps A	Un	Closes Snaps A	Un	Unties Shoes A	Un	Ties Shoes A	Un

Self-Help (continued)

	Uses Hook		Uses Hangers		
	A	Un	A	Un	
Hangs Up Clothing					

	Turns on Faucet		Uses Soap		Rinses Hands		Turns Off Water		Dries Hands		Places Towel in Trash		Uses Washcloth		Comments
	A	Un	A	Un	A	Un	A	Un	A	Un	A	Un	A	Un	
Washing															

	Brushes Hair		Combs Hair		Cleans Nails File		Polishes Shoes		
	A	Un	A	Un	A	Un	A	Un	
Grooming									

Motor Expression with Household Articles	Pantomime use With Object	Picture Stimulus Pantomime of Use	Pantomime with Verbal Cue
comb			
brush			
toothbrush			
toothpaste and brush			
soap			
wash cloth			
glass			
spoon			
can opener			
vacuum cleaner			
iron			
handkerchief			
scissors			
paste			
telephone			

LAP - Sanford ©
II - TASK LEVEL

Colors	Match Object	Match Picture	Sort Objects	Sort Pictures	Discrim. Objects	Discrim. Pictures	Figure Ground	Alternate Colors in Discrim.	Verbalize	
									Imitate	"What color is this"
Red										
Blue										
Yellow										
Green										
Black										
White										
Orange										
Purple										
Brown										

LAP - Sanford ©
II - TASK LEVEL

Size	Match Objects	Match Picture	Visual Discrim. Objects	Visual Discrim. Pictures	Tactile Discrim.	Figure-Ground	Alternate Discrim.	"Mark ____"	Verbalize "This is big. This is little. What is this?"
Big									
Small									
Long									
Short									
Middle-Sized									
Tall									
More									
Less									

LAP - Sanford ©
II - Task Level

Facial Expressions	Imitate Expression	Match Pictures	Discrim. Expression of Teacher	Pantomime "Show me _____."	Interpret Pictures: "How does he feel?"	Cause: "Why does he feel _____?"	Verbalize Own Causes of Feelings
Happy							
Sad							
Angry							
Sleepy							
Surprised							
Worried							

Birthday	Match	Discrim. Object	Match Picture	Discrim. Picture	Figure-Ground "Find"	Closure (Part of Object Hidden)	Mark Cue Sheet	Verbalize	
								Imitate	"What is this?"
Cake									
Candle									
Presents									
Balloon									
Ice Cream									

LAP - Sanford (c)
II - Task Level

PREPOSITIONS	Imitate Gross Motor	Gross Motor Direction	Imitate Fine Motor	Fine Motor Direction	Discrim. Objects "Which cup is block in?"	Discrim. Pictures	Use in 2-step verbal direction	Verbalize Imitate	Verbalize "Where is the block?
On									
In									
Out									
Under									
Over									
Around									
Behind									
Up									
Down									
Between									
Upside Down									

LAP - SANFORD ©
II - TASK LEVEL

Number Concepts	Gesture-- "Show me one."	Match Numeral	Vis. Discrim. Numeral	Tactile Discrim. of Numeral	Discrim. Set	Match numeral to set	Rote Counting	Respond to Verb. Request "Give me ____"	Count number in set and write numeral
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

LAP - Sanford ©
II - Task Level

Geometric Shapes	Match Concrete	Match Picture	Discrim. Concrete	Discrim. Picture	Tactile Discrim.	Cue Sheet	Alternating Discrim.	Verbalize	
								Imitate	"What shape is this?"
Circle									
Cross									
Triangle									
Square									
Heart									
Diamond									

Seasons	Name present season	Associate weather	Associate clothing	Associate nature	Associate activities	Verbalize season	
						Imitate	"What season is this?"
Fall							
Winter							
Spring							
Summer							

I - Imitate (motor, visual, verbal cues)
C - Copy (visual cues)
T - Trace (visual, verbal, outline cues)
V - Verbal cue only ("Write a circle")

WRITING	Sand-writing				Finger-painting				Paint With Water				Chalk on Board				Tempera Paint				Magic Marker				Primary Pencil			
	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V
Scribbles																												
Horizontal Path-Tracing																												
Vertical Path-Tracing																												
Change of Direction																												
V-Stroke																												
Circle																												
Cross																												
Triangle																												
Square																												
Heart																												
Diamond																												

LAP - Sanford (c)
II- Task Level

I- Imitate (motor, visual, verbal cues)
C - Copy (visual, verbal cues)

T - Trace (visual, verbal, outline cues)
V - Verbal cue only ("Write a circle")

WRITING (cont'd)	Sand-writing				Finger-painting				Paint With Water				Chalk on Board				Tempera Paint				Magic Marker				Primary Pencil			
	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V
Draw-A-Face																												
Head																												
Eyes																												
Mouth																												
Nose																												
Ears																												
Hair																												
Eyebrows																												
Eyelashes																												
Draw-A-Man:																												
Head																												
Body																												
Legs																												
Arms																												
Hand																												

LAP - Sanford (c)
II - Task Level

I- Imitate (motor, visual, verbal cues)
C - Copy (visual, verbal cues)
T - Trace (visual, verbal, outline cues)
V - Verbal cue only ("Write a Circle".)

WRITING (Cont'd)	Sand-writing				Finger-painting				Paint With Water				Chalk on Board				Tempera Paint				Magic Marker				Primary Pencil			
	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V
Draw-A-Man (cont'd)																												
Hand																												
Fingers																												
Foot																												
Hat																												
Tie																												
Belt																												
Draw-A-House																												
House																												
Door																												
Windows																												
Roof																												
Chimney																												
Flowers or Shrubbery																												

LAP - Sanford (c)
II - Task Level

I - Imitate T - Trace C - Copy V - Verbal cue only

WRITING (cont'd)	Sand-writing				Finger painting				Paint With Water				Chalk on Board				Tempera Paint				Magic Marker				Primary Pencil			
	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V
Letters:																												
A																												
a																												
B																												
b																												
C																												
c																												
D																												
d																												
E																												
e																												
F																												
f																												
G																												
g																												
H																												
h																												
I																												
i																												
J																												
j																												
K																												
k																												
L																												
l																												
M																												
m																												
N																												
n																												

LAP - Sanford ©
II - Task Level

I - Imitate T - Trace C - Copy V - Verbal cue only

WRITING (cont'd)	Sand-writing				Finger painting				Paint With Water				Chalk on Board				Tempera Paint				Magic Marker				Primary Pencil			
	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V
Letters (cont'd)																												
O																												
o																												
P																												
p																												
Q																												
q																												
R																												
r																												
S																												
s																												
T																												
t																												
U																												
u																												
V																												
v																												
W																												
w																												
X																												
x																												
Y																												
y																												
Z																												
z																												

LAP - Sanford (c)
II - Task Level

I - Imitate T- Trace C - Copy V - Verbal cue only

WRITING (cont'd)	Sand-writing				Finger-painting				Paint With Water				Chalk on Board				Tempera Paint				Magic Marker				Primary Pencil			
	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V
Write Name																												
Numerals																												
1																												
2																												
3																												
4																												
5																												
6																												
7																												
8																												
9																												
10																												

LAP = Sanford (c)
II - Task Level

ACTION WORDS	Imitate Action	Pantomime in response to verbal	Discrim. Verbal Direction	Discrim. Pictures	Discrim. Action	Use in Two-Step Directions	Verbalize (Imitate)	Verbalize "What is ___ doing?"
touch								
come								
go								
clap								
step								
walk								
crawl								
close								
open								
wave								
jump								
kick								
hold								
fall								
ride								
throw								
eat								

LAP - Sanford ©
II - Task Level

ACTION WORDS (Cont.)	Imitate Action	Pantomime In Response to Verbal Direction	Discrim. Verbal Direction	Discrim. Pictures	Discrim. action of other students	Use in Two-Step Directions	Verbalize (Imitate)	Verbalize "What is ___ doing?"
drink								
march								
knock								
swim								
skip								
scratch								
wiggle								
shake								
hit								
slide								
sit								
push								
pour								
tear								
cut								
sweep								
wash								

LAP - III

PROFILE OF ACCOMPLISHMENT
ON
CURRICULUM UNITS

Forty-four units of learning which reflect an appropriate weekly theme are broken down into isolated concepts presented in a hierarchy of responses. This chart system assists the teacher in programming sequential learning experiences and in recording individual pupil accomplishment in each weekly unit.

Units 1 & 2
BODY PARTS

* G - Gesture
V - Verbalize

LAP - Sanford ©
III - Curriculum Units

Body Parts	Locate Own "Touch Mary's _____"	Discrim. from others' _____. "Touch teacher's _____"	Locate on Doll	Discrim. picture from other pictures	Figure-ground. Locate part in picture of whole.	Associate clothing with body part.	Function "What do you(see) with?" G. V.	Closure "What is missing?" Cover concrete	Closure "What is missing?" Missing in picture	Verbalize Imitation	Verbalize What is this?
Head											
Eyes											
Nose											
Mouth											
Hair											
Ears											
Lips											
Teeth											
Hand											
Fingers											
Foot											
Toes											

BODY PARTS

* G - Gesture
V - Verbalize

LAP - Sanford ©
III - Curriculum Units

Body Parts	Locate Own "Touch Mary's ____"	Discrim. from others' ____. "Touch teacher's ____."	Locate on Doll	Discrim. picture from other pictures	Figure-ground. Locate part in picture of whole	Associate clothing with body part.	Function "What do you (see) with?" G. V.	Closure "What is missing?" cover concrete	Closure "What is missing?" missing in picture	Verbalize Imitation	Verbalize What is missing?
Arm											
Leg											
Neck											
Elbow											
Back											
Chin											
Wrist											
Shoulders											
Hip											
Knee											
Ankle											
Cheek											
Thigh											
Chest											
Navel											

Unit 3
PEOPLE

LAP - Sanford ©
III - Curriculum Units

People	Match Doll	Visual Discrim. of Doll	Match Pictures	Visual Discrim. of Pictures.	Assoc. "Are you a boy or a girl?"	Discrim. Class Members	Figure-ground	Class. as people	Verbalize in imitation	Verbalize "What is this?"
Man										
Woman										
Boy										
Girl										
Baby										

Unit 4
FAMILY MEMBERS

LAP - Sanford ©
III - Curriculum

Family Member	Match Doll	Discrim. Doll	Discrim. picture of child's own from other	Match Picture	Visual Discrim. of Pic.	Figure-ground. Locate in pic. of group	Classify as family member	Verbal-ize fam-ily mem-ber	Relation to other family members
Mother									
Daddy									
Baby									
Sister									
Brother									
Family									
Grandfather									
Grandmother									
Aunt									
Uncle									
Wife									
Husband									

Unit 5
FALL

LAP - Sanford ©
IMI - Curriculum Units

Fall	Match Concrete	Visual Discrim. Concrete	Match Picture	Discrim. Picture	Figure-Ground	Closure	Tactile Discrim.	Mark Cue Sheet	Verbalize Imitation	Verbalize "What is this?"
Leaves										
Trees										
Acorns										
Squirrels										

Units 5 & 7
CLOTHING

LAP - Sanford
III - Curriculum Units

Clothing	Match Obj.	Discrim. Objects	Discrim. Own from Others	Discrim. Pictures	Assoc. with Body Parts	Assoc. with other clothing (sock-shoe)	Assoc. with boy or girl	Assoc. with weather	Classify as Clothing
Hat									
Coat									
Shoe									
Pants									
Dress									
Socks									
Gloves									
Blouse									
Underpants									
Slip									
Nightgown									
Pajamas									
Boots									
Swimsuit									
Sweater									
Raincoat									

Unit 8
HALLOWEEN

Halloween	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Figure-ground	Tactile Discrim.	Closure (part of object hidden)	Mark Cue Sheet	Assoc. with Holiday	Assoc. with Season	Verbalize Imitate	Verbalize What is This?
pumpkin												
black cat												
witch												
ghost												
mask												

Unit 9
Pets

Pets	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Figure-ground	Assoc. home of pet	Assoc. food of pet	Class. as pet	Assoc. sound with pet	Verbalize sound of pet	Verbalize name of pet (imitate)	Verbalize "What animal is this?"
cat												
dog												
bird												
goldfish												
turtle												

Unit 10
THANKSGIVING

LAP - Sanford ©
III - Curriculum Units

Thanks-giving	Match Object	Discrim. Object	Match Picture	Discrim. picture	Figure-ground	Tactile Discrim.	Closure (part of obj. hidden)	Mark Cue Sheet	Assoc. with Holi-day	Verbal-ize (imitate)	Verbalize "what is this?"
Turkey											
Pilgrim											
Indian											
Pumpkin											
Teepee											
Pilgrim Hat											

Unit 11
BUILDINGS

LAP - Sanford ©
III - Curric Units

Buildings	Match Discrim.	Figure Ground	Assoc. with Objects (School-School bus)	Assoc. with Activity	Classify as Building	Verbalize	
						Imitation	"What is this?"
School							
Church							
Store (Grocery)							
Service (Gas) Station							
House							

UNIT 12
MUSICAL INSTRUMENTS

LAP - Sanford ©
III Curriculum Units

Musical Instruments or Things We Make Music With	Match	Visually Discrim. Object	Match Picture	Visually Discrim. Picture	Tactile Discrim.	Figure-Ground	Closure	Discrim. Sound	Show Use With Object	Pantomime Use (Picture Stimulus	Figure-Ground Locate in Picture	Classify as Music Maker	Use in Rhythm	Verbalize
Drum														
Horn														
Piano														
Guitar														
Mouth Harp														
Tambourine														
Bells														
Triangle														
Cymbal														

Unit 13
TOYS

LAP - Sanford ©
III - Curric Units

Toys	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Tactile Discrim.	Figure-Ground	Closure	Classify as Toy	Indicate Function	Verbalize Imitation	Verbalize Label--"What is This?"
Ball											
Doll											
Blocks											
Car											
Doll Carriage											
Tea Set											
Jump Rope											

Unit 14
CHRISTMAS

LAP - Sanford ©
III - Curric Units

Christmas	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Tactile Discrim.	Figure-Ground	Closure	Mark Cue Sheet	Assoc. with Holiday	Verbalize in Imitation	Verbalize "What is This?"
Tree											
Decoration											
Santa Claus											
Reindeer											
Stocking											
Wreath											

Unit 15
WINTER

LAP - Sanford ©
III - Curric Units

Winter	Match Concrete	Discrim. Concrete	Match Picture	Discrim. Picture	Figure-Ground	Assoc. with Season	Verbalize (Imitation)	Verbalize-- "What is This?"
Snow								
Snow Man								
Sled								
Winter Trees								
Cold								
Cold Weather Clothing								

UNIT 16
LIVING ROOM

Living Room	Match Concrete	Discrim. Concrete	Match Picture	Discrim. Picture	Figure-Ground	Indicate Use (Verbalize or Gesture)	Assoc. With Proper Room	Classify	Assoc. With Other Objects	Verbalize Imitate	Verbalize " What is This?"
Sofa											
Table											
Chair											
T. V.											
Lamp											

Kitchen	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Figure-Ground	Indicate Use Verbal or Non-Verbal	Assoc. with Proper Room	Classify	Assoc. with Other Objects	Verbalize
Stove										
Refrigerator										
Cabinet										
Dishwasher										
Sink										

Unit 18
BEDROOM

Bedroom	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Figure-ground	Indicate Use Verbal or Non-Verbal	Assoc. with Proper Room	Classify	Assoc. with Other Objects "Bed-Pillow" etc.	Verbalize
Bed										
Dresser										
Chest										
Desk										
Closet										

Unit 19
BATHROOM

Bathroom	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Figure-ground	Indicate Use (Verbal or Non-Verbal)	Assoc. with Proper Room	Classify	Verbalize Imitation	Verbalize "What is this?"
Toilet										
Tub										
Shower										
Sink										
Mirror										

Unit 20
MAILMAN

Mailman	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Figure-ground	Assoc. with Object	Indicate Function	Verbalize Imitation	Verbalize "What is this?"
Mailman									
Letter									
Stamp									
Mail Box									
Mail Truck									
Post Office									

Unit 21
VALENTINE

LAP - Sanford (c)
III - Curric Units

Valentine	Match Concrete	Discrim. Concrete	Match Picture	Discrim. Picture	Figure-Ground	Tactile Discrim.	Mark Cue Sheet	Verbalize Imitation	Verbalize "What is This?"
Heart Shape									
Color - Red									
(See "Geometric Shapes" p.57)									
(See "Colors" p.52.)									

Unit 22
FRUITS

LAP - Sanford (c)
III - Curric Units

Fruits	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Figure-Ground	Tactile Discrim.	Taste Discrim.	Closure	Cue Sheet	Classify	Verbalize Imitation	Verbalize "What is This?"
Apple												
Orange												
Banana												
Grapes												
Pineapple												
Lemon												
Peach												
Pear												

Unit 23
THINGS WE RIDE

LAP - Sanford ©
III - Curric Units

Things We Ride	Match Concrete	Discrim. Concrete	Match Picture	Discrim. Picture	Figure-Ground	Tactile Discrim.	Closure	Mark Cue Sheet	Classify as "things we ride"	Verbalize (Imitate)	Verbalize "What is This?"
Car											
Wagon											
Truck											
Bus											
Bicycle											
Train											
Airplane											
Fire Engine											
Motorcycle											
Helicopter											
Space Ship											
Ambulance											

UNIT 24
CIRCUS

Circus	Match object	Discrim. object	Match picture	Discrim. picture	Figure-ground	Closure	Mark Cue sheet	Classify	Verbalize Imitation	Verbalize "What is this?"
Clown										
Elephant										
Popcorn										
Balloon										
Lion										

UNIT 25
NATURE HIKE

Nature Hike	Match object	Match picture	Discrim. picture	Figure-ground	Closure	Tactile Discrim.	Mark cue sheet	Assoc. with out-doors	Verbalize Imitation	Verbalize "What is this?"
Flower										
Grass										
Sand										
Leaf										
Rock										
Pine Cone										

Birds	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Figure-Ground	Tactile Discrim.	Closure	Assoc.	Verbalize	
									Imitation	"What is This?"
Bird										
Nest										
Egg										
Tree										

Unit 27
EASTER

Easter	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Figure-Ground	Closure	Tactile Discrim.	Assoc. with Easter	Mark Cue Sheet	Verbalize	
										Imitation	"What is This?"
Bunny											
Eggs											
Basket											
Chicken											

Unit 28
GARDEN TOOLS

LAP - Sanford ©
III - Curric. Units

Garden Tools	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Show use with Object	Pantomime Use (Picture Stim.)	Figure-Ground "Find in Picture"	Assoc. with Function	Classify	Verbalize Imitate	Verbalize "What is This?"
Water Hose											
Hoe											
Lawn Mower											
Rake											
Shovel											

Unit 29
ANIMALS

LAP - Sanford ©
III - Curric Units

Animals	Match	Discrim. Toy Animals	Discrim. Pictures	Assoc. Sound	Classify as animal	How it moves--(walks, flies, swims)	Assoc. with land, air or water	Classify as circus farm or home animal	Verbalize (Imitate)	Verbalize "What is This?"
dog										
cat										
cow										
horse										
duck										
pig										
sheep										
turkey										
bird										
rooster										
frog										
rabbit										
turtle										
[illegible]phant										
squirrel										
tiger										
fish										
monkey										
giraffe										
lion										
bear										

Unit 30
THE FARM

LAP - Sanford
Curriculum Units

The Farm	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Figure-Ground	Closure	Tactile Discrim.	Assoc. with Farm	Verbalize Imitation	Verbalize "What is This?"
Farmer										
Barn										
Tractor										
Cow										
Pigs										
Chickens										

Unit 31
VEGETABLES

Vegetables	Match Object	Visual Discrim. (Objects)	Match Picture	Visual Discrim. (Pictures)	Figure-Ground	Closure	Tactile Discrim.	Cue Sheet	Classify	Verbalize Imitate	"What is This?"
Corn											
Carrot											
Potato											
Beans											
Tomato											
Peas											

UNIT 32
THINGS WE CLEAN WITH

LAP - Sanford (c)
III CURRICULUM UNITS

House-cleaning Articles	Match Object	Discrim. Object	Panto-mime Use With Object	Match Picture	Discrim. Picture	Figure-Ground	Classify as Article You Clean With	Assoc. With Other Object (Broom With Dust Pan)	Verbalize	
									Imitate	"What is this"
Broom										
Vacuum Cleaner										
Mop										
Dust Pan										
Window Cleaner										
Cleanser										
Rag										
Apron										
Furniture Polish										
Dish Powder										

Unit 33
THE FIREMAN

The Fireman	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Figure-Ground	Closure	Indicate Function	Verbalize	
								Imitate	"What is this?"
Fireman									
Fire Truck									
Hose									
Ladder									
Fire									

Unit 34
THINGS WE
EAT WITH

Things We Eat With	Match Object	Vis. Discrim. Object	Tactile Discrim. Object	Vis. Discrim. Picture	Figure-Ground	Pantomime Use	Indicate Use (Verbal or Non-Verbal)	Assoc. with Other Object	Classify	Set Table Properly
Spoon										
Fork										
Knife										
Plate										
Glass										
Napkin										

Unit 35
CAMPING

LAP - Sanford ©
III - Curriculum Units

Camping	Match Picture to Object	Discrim. Picture	Figure-Ground	Closure	Indicate Use (Verbal or Non-Verbal)	Classify with Activity	Verbalize	
							Imitate	"What is This?"
Tent								
Sleeping Bag								
Campfire								
Marshmellow								
Camper								

Unit 36
PARADE

Parade	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Figure-Ground	Closure	Classify	Verbalize	
								Imitate	"What is This?"
American Flag									
Soldier									
BAnd									
Majorette									

The Barber	Match Picture	Discrim. Picture	Figure-Ground	Tactile Discrim.	Pantomime Use With Objects	Verbalize	
						Imitate	"What is This?"
Barber							
Scissors							
Clippers							
Cloth							
Powder							
Brush							

Unit 38
BALL GAMES

Ball Games	Match	Visual Discrim. Objects	Tactile Discrim.	Pantomime	Figure-Ground. "Find in Picture"	Assoc. with other Equipment	Assoc. with Place Played	Assoc. with Uniform	Classify as Game	Verbalize	
										Imitate	"What is This?"
Football											
Basketball											
Baseball											
Tennis											
Golf											

Doctor	Match picture to object	Discrim. object	Discrim. picture	Figure-ground	Closure	Assoc.	Indicate function	Verbalize	
								Imitate	"What is this?"
Stethoscope									
Scales									
Medicine									

UNIT 40
TELEPHONE

Use of the Telephone	Visual Discrim. telephone from other objects	Visual Discrim. picture of phone	Discrim. sound of phone from other sounds	Pantomime use of phone	Answer "Hello"	Say "Good-bye"	Answer and bring person to phone	Dial number	Ask for person called	Verbalize own telephone number

UNIT 41
THINGS WE READ

Things We Read	Match objects	Discrim. objects	Match pictures	Discrim. pictures	Figure-ground	Closure	Function	Classify
Book								
Magazine								
Newspaper								
Signs								
Letters								
T. V.								

Tools	Match Object	Discrim. Object	Match Picture	Discrim. Picture	Show Use with Object	Pantomime Use (Picture Stim.)	Figure-Ground (Find in Picture)	Assoc. with Function	Classify as a Tool	Verbalize	
										Imitate	"What is This?"
Hammer											
Saw											
Pliers											
Screwdriver											
Scissors											
Paint Brush											

Unit 43
TRAFFIC SAFETY

Traffic Safety	Match	Visual Discrim. Picture	Assoc. Color with Message	Figure-Ground	Follow Direction in Game	Verbalize	
						Imitate	"What Does This Say?"
Stop Sign							
Traffic Light							
Stop - Red							
Careful-Yellow							
Go - Green							

Unit 44
MONEY

LAP - Sanford ©
III - Curric Unit

Money	Match Concrete	Discrim. Concrete	Discrim. Picture	Assoc. Use	Classify as Money	Assoc. with Value	Can Count Out Value	Verbalize	
								Imitate	"What is This?"
Dollar									
Penny									
Nickel									
Dime									
Quarter									